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ABSTRACT

Although followup studies of vocational students have reported employment success of graduates, there has been little evidence presented regarding graduates' success in other aspects of life. The purpose of this study was to identify the life skills, or skills necessary for a worthwhile life, which young vocational graduates consider to be needs. An inventory of life skills was developed and administered to a sample of graduates of 1- and 2-year diploma and associate degree programs in Wisconsin vocational-technical schools. Emphasizing that examination of student satisfaction is a beginning point rather than the ultimate goal of curriculum, and that several interpretations of the findings are possible the study identified potential implications of the results. Recommendations were made for future applications of the inventory. (BH)

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1972

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School of Family Resources and Consumer Sciences
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Chapter I

INTRODUCTION

There is widespread belief that education currently offers little help to young adults who are trying to mature in a society of unusual stress. Although follow-up studies of Vocational-Technical students report the successes of graduates "on-the-job" little evidence has been presented which establishes whether the graduates are able to "succeed" in fulfilling other role expectations: individual, parent, spouse, consumer and community member. What, then are the "life skills" which are necessary to fulfill the demands of these roles?

The 1969 Yearbook for the Association for Supervision and Curriculum Development devoted its entire issue to the questions surrounding Life Skills in School and Society. (1) In the Prologue, Rubin (2) proposes such skills as the ability to manage one's emotions, to take advantage of one's creative potential, to cope with difficult problems, to spend one's leisure wisely, to think rationally and to know one's self as being "life skills." He identifies "life skills" as those abilities "...by which people adapt to and master their life situations" and includes all knowledge needed for achieving and maintaining physical and emotional well-being. (3)

Rupert Evans' (4) discussion of general education lends credibility to the development of "life skills." It is assumed by many that the general education component of vocational education will suffice for "acquiring the ability (and confidence in that ability) to cope with one's environment in today's world." To beg the question of whether general education is a part of, separate from, or unnecessary for vocational education will not further the discussion of "life skills." Whatever the relationship of life skills to general education and whatever the relationship of general education to vocational education, it will be assumed with Evans "that the two are complementary and necessary to each other."

An indirect relationship between "life skills" and vocational development is explored by Lipsett: "The dynamics of vocational development and vocational adjustment can be understood only when there is consideration not only of individual factors but also the social influences upon the individual and the interaction between individual and group."(5) He believes that the broadest and most significant social factor affecting human behavior is social class identification. Nonclass factors which influence socialization are home, school, community, pressure groups, and role differentiation.

Thus the life skills which a person acquires for non-worker roles have a direct bearing upon his role as worker. Mangum (6) even goes so far as to suggest that the individual's needs and objectives should take precedence over those of the labor market.

Students and Curriculum

One approach to relevant curriculum might be based on student needs as perceived by that student. There are numerous ways to determine the relevance of curriculum, but one simple and fruitful way is to seek answers from the student, the clients and consumers of educational "wares." Business is guided by consumer opinions of products and services, but all too often educators overlook this valuable source of feedback, their "consumer"-students.(7) "As with any curriculum, the proof exists in the product...the school graduate...."(8)

In their fulfillment of needs and search for meaning and truth, students have expressed dissatisfaction with the direction society is currently moving. As times change, generations travel in varying ways to find truth and meaning. Dreyfus (9) indicates that the present generation is searching for truth and meaning through interpersonal and intrapersonal harmony, through action and relevance. He adds, "relevance is one of the most

important concepts for today's young people...they want to feel a sense of participation in their world...." Dreyfus refers to Kenneth Kenniston's classification of students: "excluded," "tenuously in" and "solidly in." (10) The "excluded," Kenniston states, are the minority groups who desire the economic opportunities which have always been said to exist. He describes the "tenuously in" as having mainly a vocational approach. "Most of these young people come from either conservative families or lower middle class, blue collar families where 'getting ahead in the world' and success are usually measured in financial terms."(11) The "solidly in," Kenniston writes, "define their educational goals in nonvocational terms; they are interested in exploring the world, bringing critical judgment to bear on its problems, finding their identities and defying new life styles."(12) He includes in this category, most of the hippies, activists and radicals.

Although students enrolled in vocational education programs may be found in each of these categories, most students would be classified "tenuously in" - for these students are seeking a vocation and success in terms of it.

In considering students' fulfillment of needs and their search for truth and meaning, the transition to the

adult role must be concurrently examined. Often times youths' problems are a result of their inability to meet the demands of adulthood in an appropriate way. Gottlieb and Ramsey state that the relationship between adolescent development and the ability to accept adult roles has been analyzed in terms of developmental tasks suggested by R. J. Havinghurst:

1. accepting one's physique
2. accepting a masculine or feminine role and proper relations with both sexes
3. emotional independence of parents and other adults
4. achieving assurance of economic independence in selecting and preparing for an occupation
5. developing intellectual skills and concepts necessary for civil competence
6. preparing for marriage and family life. (13)

The aspects of the future must be considered when dealing with youth who are "tenuously in" and seeking to fulfill the stated developmental tasks. Although no one developmental task can be ranked as most important, vocational educators would certainly be greatly concerned with the task regarding economic independence and preparation for an occupation. In meeting students needs and desire for meaning in life, Grant Venn offers a most important recommendation:

> No student should be counseled to go to college unless his studies will lead to a goal set by that student. It does not need to be a career goal, but it must be one personal and relevant to the student, not to his parent or teacher. Our intellectual snobbishness regarding college

> has damaged many young people and is crippling our public school system. (14)

Student Needs

Student and/or graduate definitions of relevant curricula may be ascertained by asking such questions as "What do you value?" as related to "What do you feel you need to know?"(15) Need identification is extremely complex, since human beings as well as the environment in which human needs must be met, are likewise complex. There is a wide range of classifications of need, a simple one is the two-way classification of "felt" or conscious needs, and "unfelt" or unconscious needs.

Leagans (16) feels that what is known about human behavior suggests that human needs arise when the relationship between man and the physical, psychological, social, economic and aesthetic environment with which he interrelates gets out of balance. "Every person is continuously trying to attain those conditions of living that make for satisfaction (balance)." Imbalance or a gap between "what is" and "what should be" represents a need. Student perceptions of their needs represent "felt" needs. Degree of satisfaction may be assumed to represent a state of balance or imbalance in relation to "felt" needs. Satisfaction is conceptually related

to needs, but the relationship has not been clearly defined in the available literature (17) other than in terms of "balance" as indicated above.

Needs must be recognized as "felt" before they can become motivating forces in man's attempt to maintain satisfying equilibrium.(18) School-related problems are often attributed to a lack of motivation to learn. When relevant curriculum is defined as that which deals with the student's perception of his own "felt" needs, "...when learning seems relevant to what is going on in the students' own lives outside of school...,"(19) then motivation ceases to be a problem. However, motivation remains a problem when the need is not recognized by the learner, "when the status quo is seen as the ideal, desirable, or satisfactory situation, no need is recognized."(20)

Research has indicated that people often are not aware of their own most important needs. Significant needs may be "unfelt." Educators must then plan educational effort to convert these needs into "felt" needs. (21) Thus, whether or not students recognize their needs for "life skills" becomes an important question for curriculum development. If students do not have "felt needs" for "life skills," curriculum will be developed differently than if they do.

Life Skills

Rubin proposes a new frame of reference for dealing with the teaching of skills. In this frame of reference, task oriented vocational skills would be classified as secondary skills. The primary skills underlie the secondary skills and define the whole realm of human potential. Primary skills are grounded in indispensable knowledge and give individuals a means for perceiving and responding to life's significant events. He states that the traditional cognitive goals and tasks which we have set are not undesirable, but rather that they are insufficient. In like manner, one might view the skills for job performance, not as undesirable, but as insufficient. He states:

> In the times to come it is likely that worthwhile citizenship and rewarding life will depend not upon the ability to add and subtract or on the capacity to perform a service in a factory or in a hospital, but rather on the ability to interpret human events and correspondingly order one's life according to a sound set of values. Thus, the skills to love and be loved, to make sense out of human experience, to find personal meaning in one's daily ventures, and to live imaginatively represent the real skills toward which the schools must aspire.(22)

Edward J. Meade (23) relates "life skills" to the changing society. He believes that the changes in our time do not touch the instincts of man but the discovery of science has provided a new means to old ends. Five

basic skills are necessary for a worthwhile life. The first is rational thought, how one arrives at "solutions." Secondly, he lists developing and strengthening character. He views this as difficult and full of hazards, but emphasizes its necessity for coping with impermanence and change. The third skill is wise use of time which deals with off-job time. Within the scope of this "life skill" he sees living as an authentic individual, learning to become a prudent consumer, self-renewal, rewarding companionship and satisfying human interactions. Understanding cultural diversity is the fourth skill. It embraces some elements of a common cultural level, a certain minimal respect for property, a certain minimal restraint of emotion, and other skills for relating to others democratically. The fifth skill deals with man's ability to stand alone as well as to cooperate -- the integrity of individuality. Meade emphasizes that new knowledge and technology can take society in many directions and that control of the direction rests in the judgments men make as to the kind of society they want. Therefore, education must be for wisdom as well as for knowledge.

The cognitive skills of productive thinking are seen as vital "life skills" by Crutchfield.(24) The first of these is the acquisition process which is

viewed "as a process of assimilation, in which the incoming information must be operated upon by the individual, restructured and transformed and fitted meaningfully into his pre-existing conceptual world." The skill of problem solving in a broad sense pertains to simple and highly complex problems, to well-structured and loosely defined problems, to the briefest and prolonged, and to those static in nature and those undergoing constant change. A crucial stage in the productive thinking process deals with one main set of skills: problem discovery and formulation. Processing information and idea generation are additional sets of problem-solving skills and a final set of problem-solving skills has to do with evaluation of ideas. Crutchfield terms this set of skills the "master thinking skill."(25)

Skills of emotional management are explored by Bruno Bettelheim. He states, "Psychological health and effective functioning are not discrete skills; they are a complex amalgam of many devices through which the individual responds to his environment."(26) The skills which allow the individual to function successfully include inner freedom, personal autonomy, and the process of decision making through which conflicts are resolved and anxieties relieved. He places considerable emphasis on the skill of diagnosing one's own social

dilemma in order to analyze alternative behaviors and to anticipate the consequences.

MacKinnon adds a fourth skill to the three "master thinking" skills of Crutchfield: the "master being skill," the skill to be fully and honestly oneself, to be...a man of will and deed, a creative person."(27)

Brandwein (28) discusses education to what end: compassion and competence, the open mind, self-fulfillment, and self-realization. He views such skills as being multilateral, the sum and substance of the individual's functional powers which are ordered and directed by his values. The competent human refines old skills and cultivates new ones as circumstances change.

In the Epilogue of the book, Rubin states, "Taken as a whole, the message of the writers is that there must be more to education than the mere acquisition of skills which allow one to be gainfully employed."(29) This view held by educators needs exploration and consideration by students, employers, and other interested persons for implementation in Vocational-Technical education.

Purposes and Objectives

Based on the assumptions that 1) "felt needs" have

a relationship to curriculum and instruction 2) a person's job performance is directly affected by his total life and 3) that young people recognize a need for full participation in society, it was the purpose of this study to determine what "life skills" the young graduates of vocational and technical programs identify as needs. The identification of the "felt needs" will provide one base for making decisions in the establishment of a meaningful program of general education for vocational students. The major objective of this study was to identify the "life skills" which are perceived as necessary "felt needs" by recent graduates of vocational and technical education programs in Wisconsin. Secondary objectives of the project were: 1) to develop an instrument which identifies life skills to determine felt needs; 2) to direct attention of vocational education planners and counselors to the opinions of graduates; and 3) to ascertain differences in responses according to various groupings such as age, sex, occupation, marital status, and size of community. Results of the study will be useful for future projects of curriculum development, instructional implementation, and counseling.

Chapter I

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Chapter II

METHODS AND PROCEDURES

An inventory of "life skills" was developed and administered to a sample of graduates of the Vocational-Technical Schools in the state of Wisconsin. The responses were tabulated and analyzed by the Academic Computing Center, The University of Wisconsin, Madison.

Development of the Inventory and Cover Sheet

To develop an instrument for the purpose of determining which "life skills" are perceived as necessary, the first task was to identify "life skills." Four major sources were utilized to establish a basic list: the literature and other instruments, answers to open-end questions, brainstorming by researchers, and discussion with consultants.

Universe of Content

Literature relating to "life skills" was helpful in establishing a framework used to insure that the "universe of content"(1) was as complete as possible. Young people in an educational methods class were asked to respond to open-end questions such as, "What 'life skills' will you need when you graduate?, What personal development skills?...physical skills?...health

skills will you need?" The answers to these questions proved to be especially helpful both for content ideas and for technique of expression. To help sort items, a matrix was developed which placed each item by roles as defined in the purposes of the study and by primary skills as discussed by Rubin (2): Cognitive, emotional management, "Being" skills--creativity, and compassion and confidence skills. It became apparent that a role is dynamic and individuals play a series of roles which overlap. It must be noted that specific skill categories are merely to provide clarity and focus, but are not discrete in actuality.

Consultants and Editing

Approximately 250 items with differing types of guided responses were presented for discussion to six consultants. New ideas were developed, some items were discarded and it was decided to develop the instrument with two types of guided responses for each item: first response would indicate Very Essential to Not at All Essential on a seven point continuum, second response would indicate Very Satisfied (with own ability) to Very Dissatisfied (with own ability) on a seven point continuum (See Appendix A). Consultants informally indicated their idea of the importance of

each item. Items to which fewer than four consultants assigned importance were discarded. This resulted in 150 items which were edited for repetition of ideas and for semantic fit with responses. Forty-nine items were eliminated at this time. The remaining 101 items were edited using Edward's informal criteria for attitude statements and one additional criterion was used: Statements should be applicable to both female and male respondents.(3)

Pre-testing and Refining

The inventory was administered to approximately 50 students at the Madison Area Technical College and at the University of Wisconsin, Madison. Students were asked to respond to the "Essential" and "Satisfaction" scales. Because very few items were chosen as non-essential and it was almost unanimous that all items were essential or very essential, it was decided to eliminate this scale. Items which had unanimous responses were eliminated and 68 items were administered to 20 students using a Likert-type scale for responses: Very Satisfied, Satisfied, Undecided, Dissatisfied, Very Dissatisfied. Frequency of responses to each item indicated that no items elicited similar responses from every subject.

Judges

To attempt some measure of internal consistency and content validity, seven judges sorted the items according to role: individual, spouse, parent, consumer, worker, and community member. The judges' opinions were also used to establish groupings of items which would provide subscores for each designated role. The final form of the "Life Skills Inventory" consists of 68 items (See Appendix B). Some items were judged to relate to more than one role. The role of Individual consists of 28 items, Consumer: 15 items, Worker: 7 items, Spouse: 14 items, Parent: 14 items, and Community Member: 13 items.

Cover Sheet

To collect information about the respondents, a cover sheet was developed (See Appendix B). Consultants, personnel from the office of the Wisconsin office for Vocational, Technical and Adult Education and the researchers determined which characteristics of the respondents were most relevant to the study. As the data were to be collected by mail, brevity and simplicity were sought throughout development of the inventory and cover sheet.

Selection of Sample

The sample was drawn from the population of the 1969, 1970, and 1971 graduates who had completed one and two year diplomas and associate degree programs in the Wisconsin VTAE system. Mailing lists of these three years were acquired from each of the 17 VTAE districts within the state. From the total sample, 1,000 subjects were drawn for each year and each district was proportionately represented in the sample according to their percentage of the total enrollment in the state for each year. The finalized mailing list totaled 3,000.

Collection of Data

Three thousand instruments, cover letters, and stamped self-addressed return envelopes were mailed to the subjects by April 25. A follow-up postcard reminder was mailed to those subjects who had not responded by May 10. Responses received after May 29 were not included in the study. Of the 1,597 instruments which were returned, 136 were not useable because of unanswered items or no deviation from a consistent response, and 159 were marked "address unknown" which resulted in a total of 1,302 useable inventories.

Treatment of Data

Some responses to the cover sheet had been previously coded. Those which were not (District Number and area of study) were hand coded. Responses to the inventory were hand scored by assigning weights 0, 2, 3, 4, and 6. The ends of the scale were weighted more heavily because the difference between strong agreement and strong disagreement and the other responses is greater than that between the other three responses. A value of six indicates Very Satisfied and Very Dissatisfied is scored zero.

Frequencies of responses were tabulated and cross-tabulated for the variables included on the cover sheet. Analysis of variance was used to determine the differences in total scores and role scores between the various groupings of respondents.

Chapter II

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Chapter III

FINDINGS AND DISCUSSION

The findings of this study are presented in two sections: Description of Subjects and Differences in Scores related to respondents demographic and personal characteristics. Differences will be organized as to Role.

Description of Subjects

The 1302 subjects in this study were drawn from graduates of 17 Vocational Technical Districts in Wisconsin. Table 1 shows the number of inventories mailed, the number and percentage of useable returns and the percentage of total responses, for each district.

Sex and Age

Males and females are almost equally represented in the sample: 51.5 percent male and 48.5 percent female. Table 2 shows that the highest percentage of the respondents are between the ages 20 and 24 and the lowest percentage in the age group 65 or over with only one respondent.

Family

Of the total sample, 46.5 percent are married and 53.1 percent are single, as shown in Table 3. Married females

Table 1

Responses by Vo-Tech District

District number	Number sent by district	Percentage of return by district	Number useable return	Percentage of total responses
1	145	32	47	3.6
2	207	39	81	6.3
3	63	49	31	2.4
4	545	43	239	18.7
5	54	29	16	1.2
6	273	45	125	9.8
8	121	40	49	3.8
9	699	42	296	23.2
10	111	36	40	3.1
11	116	47	55	4.3
12	159	44	70	5.5
13	168	48	82	6.4
14	68	45	31	2.4
15	151	43	66	5.1
16	32	18	6	0.4
17	76	46	35	2.7
18	12	25	3	0.2
No answer	-	-	30	2.3

Table 2

Sex and Age of Respondents

Age	Sex: Female N	Female %	Male N	Male %	Totals N	Totals %
15-19	35	2.7	15	1.2	50	3.8
20-24	459	35.3	444	34.1	903	69.4
25-29	39	3.0	125	9.6	164	12.6
30-34	24	1.8	45	3.5	69	5.3
35-39	18	1.4	19	1.5	37	2.8
40-44	17	1.3	11	0.8	28	2.2
45-49	23	1.8	4	0.3	27	2.1
50-64	16	1.2	6	0.5	22	1.7
65 and over	1	0.1	0	0.0	1	0.1
No answer	0	0.0	1	0.1	1	0.1
Totals	632	48.5	670	51.5	1302	100.0

Table 3

Sex and Marital Status of Respondents

Marital status	Sex: Female N	Female %	Male N	Male %	Totals N	Totals %
Married	299	23.0	306	23.5	605	46.5
Single	330	25.3	361	27.7	691	53.1
No answer	3	0.2	3	0.2	6	0.5
Totals	632	48.5	670	51.5	1302	100.0

make up 23 percent of the respondents, and 25.3 percent are single females, while 23.5 percent of the respondents are married males, and 27.7 percent are single males. Table 4 shows that more females than males in this sample are divorced or widowed,while slightly more men have never married, are separated, or currently live with spouse.

Table 4

Sex and Living Arrangement of Respondents

Living arrangement	Sex				Totals	
	Female		Male			
	N	%	N	%	N	%
With spouse	293	22.5	304	23.3	597	45.9
Divorced	26	2.0	10	0.8	36	2.8
Separated	3	0.2	5	0.4	8	0.6
Widowed	7	0.5	0	0.0	7	0.5
Never married	202	15.5	242	18.6	444	34.1
Other	88	6.8	99	7.6	187	14.4
No answer	13	1.0	10	0.8	23	1.8
Totals	632	48.5	670	51.5	1302	100.0

Among those who indicate that they are divorced, as shown in Table 5, 32 perceive themselves to be single and three married.

Table 5

Marital Status and Living Arrangement of Respondents

Living arrangement	Marital Status: Married		Single		No answer		Totals	
	N	%	N	%	N	%	N	%
With spouse	590	45.3	5	0.4	2	0.2	597	45.9
Divorced	3	0.2	32	2.5	1	0.1	36	2.8
Separated	4	0.3	2	0.2	2	0.2	8	0.6
Widowed	2	0.2	5	0.4	0	0.0	7	0.5
Never married	0	0.0	443	34.0	1	0.1	444	34.1
Other	5	0.4	182	14.0	0	0.0	187	14.4
No answer	1	0.1	22	1.7	0	0.0	23	1.8
Totals	605	46.5	691	53.1	6	0.5	1302	100.0

Five of those who are widowed consider themselves single while two indicate that they are married.

The largest number of respondents indicate that they have no children as shown in Table 6.

Table 6

Sex and Number of Children of Respondents

Number of children	Sex				Totals	
	Female		Male			
	N	%	N	%	N	%
0	436	33.5	474	36.4	910	69.9
1	85	6.5	80	6.1	165	12.7
2	36	2.8	58	4.5	94	7.2
3	30	2.3	26	2.0	56	4.3
4	15	1.2	15	1.2	30	2.3
5	15	1.2	5	0.4	20	1.5
6 or more	9	0.7	3	0.2	12	0.9
No answer	8	0.5	9	0.7	15	1.2
Totals	632	48.5	670	51.5	1302	100.0

Of those who are childless, 33.5 percent are female and 36.4 percent are male. A higher percentage of male respondents than female have two children, but more women than men have five, or more children.

Within the total sample, almost half of the respondents are single and childless, as shown in Table 7. All of those who have six or more children indicate they are married, while every other category of "number of children" contains one or more persons who consider themselves to be single.

Table 7

Marital Status and Number of Children of Respondents

Number of children	Marital Status: Married N	Married %	Single N	Single %	No answer N	No answer %	Totals N	Totals %
0	268	20.6	639	49.1	3	0.2	910	69.9
1	149	11.4	16	1.2	0	0.0	165	12.7
2	85	6.5	8	0.6	1	0.1	94	7.2
3	45	3.5	10	0.8	1	0.1	56	4.3
4	26	2.0	4	0.3	0	0.0	30	2.3
5	18	1.4	1	0.1	1	0.1	20	1.5
6 or more	12	0.9	0	0.0	0	0.0	12	0.9
No answer	2	0.2	13	1.0	0	0.0	11	1.2
Totals	605	46.5	691	53.1	6	0.4	1302	100.0

Residence

The relatively equal distribution of respondents in all areas of residence is shown in Table 8. Mobility appears to be most common among farm respondents as approximately 61 percent of those stating "farm" as their longest residence listed other population areas as their current residence. Most respondents have lived and presently live in small cities.

Table 8

Respondents by Area of Residence

Area of residence	Residence for most part of life		Current residence	
	N	%	N	%
Farm	262	20.1	103	7.9
Rural non-farm	117	9.0	130	10.0
Small town-village	183	14.1	171	13.1
Small city	335	25.7	358	27.5
Suburban	148	11.4	217	16.7
Urban	246	18.9	310	23.8
No answer	11	0.8	13	1.0
Totals	1302	100.0	1302	100.0

Table 9 shows responses to "place of longest residence" by sex. More females than males had lived in a small city, while males lived longest in suburban or urban areas. In Table 10, current residence by sex, the same trend is noted of more women in the "small-city" category, and more men in the "suburban" category, but the percentage living in urban areas is almost equally divided between the two sexes.

The highest percentage of urban residents is found in District 9 while District 18 has the greatest percentage of farm respondents as shown in Table 11. No graduates of District 16 and 18 indicated longest residence in small city, suburban or urban area.

Table 9

Sex and Place of Longest Residence of Respondents

Place of longest residence	Sex				Totals	
	Female		Male			
	N	%	N	%	N	%
Farm	129	9.9	133	10.2	262	20.1
Rural	52	4.0	65	5.0	117	9.0
Village	92	7.1	91	7.0	183	14.1
Small-city	195	15.0	140	10.8	335	25.7
Suburban	56	4.3	92	7.1	148	11.4
Urban	99	7.6	147	11.3	246	18.9
No answer	9	0.7	2	0.2	11	0.8
Totals	632	48.5	670	51.5	1302	100.0

Table 10

Sex and Current Residence of Respondents

Current residence	Sex				Totals	
	Female		Male			
	N	%	N	%	N	%
Farm	48	3.7	55	4.2	103	7.9
Rural	60	4.6	70	5.4	130	10.0
Village	81	6.2	90	6.9	171	13.1
Small-city	204	15.7	154	11.8	358	27.5
Suburban	86	6.6	131	10.1	217	16.7
Urban	146	11.2	164	12.6	310	23.8
No answer	7	0.5	6	0.5	13	1.0
Totals	632	48.5	670	51.5	1302	100.0

Table 11

Respondents by Longest Residence and Vo-Tech District

District number	Place of Longest Residence (Number)					
	Farm	Rural non-farm	Small town-village	Small city	Sub-urban	Urban
1	20	7	4	14	1	0
2	22	10	11	29	3	6
3	17	1	9	4	0	0
4	60	18	35	64	29	32
5	1	3	3	7	1	1
6	12	17	13	33	16	32
8	3	7	10	7	15	7
9	8	9	22	39	69	144
10	10	1	7	17	2	2
11	6	6	9	27	0	7
12	21	3	12	23	3	7
13	21	11	16	23	6	5
14	8	2	5	15	0	1
15	20	12	10	22	2	0
16	0	2	4	0	0	0
17	12	6	11	4	1	1
18	2	1	0	0	0	0
Totals	262	117	183	335	148	246

Education

The sample included 587 graduates of one year programs, 130 graduates of two year programs and 547 persons with associate degrees. Men received a majority of Associate degrees in the fields of Agri-business, Agriculture, Business Administration, General Education, and Industrial, Service and Engineering while women received the majority of degrees in the Health field. Table 12 shows that nearly an equal number of men and women earned associate degrees in Home Economics.

Table 13 indicates 38.5 percent of the total have attended class or school since graduating from their Vo-Tech program. Of the 61.2 percent who had not attended class or school, 33.9 percent are female and 27.3 percent are male.

Data shown in Table 14 reveal an interesting relationship between sex and type of diploma or degree received by the respondents in this study. Females who received one year diplomas constituted 33.8 percent of the total sample whereas males who received one year diplomas made up 11.1 percent of the sample. Two year diploma recipients were predominantly men constituting 8.9 percent of the total sample while women with two year diplomas are 1.4 percent of the total. Men also received a larger percentage of associate degrees. Of the total sample, 31.0

percent were male associate degree recipients while 12.7 percent were female associate degree recipients.

Table 12

Respondents by Vo-Tech Program and Sex

Vo-Tech program	Sex				Totals	
	Female		Male			
	N	%	N	%	N	%
Agri-business	1	0.1	10	0.8	11	0.8
Agriculture	0	0.0	6	0.5	6	0.5
Business Administration	88	6.8	136	10.4	224	17.2
General Education	10	0.8	26	2.0	36	2.8
Health	34	2.6	2	0.2	36	2.8
Home Economics	11	0.8	12	0.9	23	1.8
Industrial, Service and Engineering	18	1.4	193	14.8	211	16.2
One-year diploma	443	34.0	144	11.1	587	45.1
Two-year diploma	16	1.2	114	8.8	130	10.0
No answer	11	0.8	27	2.1	38	2.9
Totals	632	48.5	670	51.5	1302	100.0

Table 13

Respondents by Sex and Classwork since Graduation from the Vo-Tech Program

Classwork since graduation	Sex: Female N	Female %	Male N	Male %	Totals N	Totals %
Yes	189	14.5	312	24.0	501	38.5
No	441	33.9	356	27.3	797	61.2
No answer	2	0.2	2	0.2	4	0.3
Totals	632	48.5	670	51.5	1302	100.0

Table 14

Graduation Status and Sex of Respondents

Graduation status	Sex: Female N	Female %	Male N	Male %	Totals N	Totals %
One-year diploma	440	33.8	145	11.1	585	44.9
Two-year diploma	18	1.4	116	8.9	134	10.3
Associate degree	166	12.7	404	31.0	570	43.8
No answer	8	0.6	5	0.4	13	1.0
Totals	632	48.5	670	51.5	1302	100.0

The highest percentage of graduates with associate degrees received their degree from District 9 as shown in Table 15.

Table 15

Respondents by Graduation Status and District

District number	Number of Respondents				Totals by district
	One-year diploma	Two-year diploma	Associate degree	No answer	
1	21	5	21	0	47
2	46	8	26	1	81
3	21	5	4	1	31
4	121	33	85	0	239
5	10	3	3	0	16
6	49	4	72	0	125
8	24	5	19	1	49
9	81	22	189	4	296
10	22	7	11	0	40
11	31	0	24	0	55
12	23	8	37	2	70
13	50	3	27	2	82
14	19	3	9	0	31
15	22	14	30	0	66
16	5	0	1	0	6
17	23	12	0	0	35
18	1	0	0	2	3
No answer	16	2	12	0	30
Totals	585	134	570	13	1302

In a majority of the districts more than 50 percent of the graduate obtained one year diplomas.

Employment

A relatively high percentage of the respondents are employed either full-time or part-time. Of the total, 74.0 percent indicated full-time employment while 10.1 percent are employed part-time. Only 19 respondents noted no employment. Table 16 shows that full-time employment is held by 34.3 percent of the women and 39.8 of the men in the study.

Table 16

Employment Status and Sex Respondents

Employment status	Sex				Totals	
	Female		Male			
	N	%	N	%	N	%
Full-time						
Yes	446	34.3	518	39.8	964	74.0
No	8	0.6	7	0.5	15	1.2
Part-time						
Yes	74	5.7	57	4.4	131	10.1
No	3	0.2	1	0.1	4	0.3
No answer	101	7.8	87	6.7	188	14.4
Totals	632	48.5	670	51.5	1302	100.0

In contrast 4.4 percent of the men while 5.7 percent of the women hold part-time employment. No response was given by 101 females and 87 males.

There was a wide range of incomes reported by graduates as shown in Table 17.

Table 17

Respondents by Sex and Income Level

Income level	Sex: Female		Male		Totals	
	N	%	N	%	N	%
No income	65	5.0	29	2.2	94	7.2
Under 3000	100	7.7	90	6.9	190	14.6
3000-3999	82	6.3	38	2.9	120	9.2
4000-4999	122	9.4	44	3.4	166	12.7
5000-5999	110	8.4	55	4.2	165	12.7
6000-7499	92	7.1	130	10.0	222	17.1
7500-9999	32	2.5	152	11.7	184	14.1
10,000-14,999	12	0.9	107	8.2	119	9.1
15,000 and over	1	0.1	5	0.4	6	0.5
No answer	16	1.2	20	1.5	36	2.8
Totals	632	48.5	670	51.5	1302	100.0

Women predominate in the income categories below $6,000, while men predominate in the income categories above $6,000.

Those persons with associate degrees had a greater percentage of incomes in the categories greater than $6,000 than did either graduates of one or two year programs. Likewise, Table 18 indicates graduates of one year programs had the highest percentage (more than 70 percent) of incomes in the categories less than $6,000. Incomes of graduates of two year programs were equally distributed along the income scale.

Table 18

Graduation Status and Income Level of Respondents

Income level	Graduation Status			
	One-year diploma	Two-year diploma	Associate degree	No answer
None	54	7	33	0
Less than 3000	92	17	79	2
3,000-3,999	78	9	31	2
4,000-4,999	103	10	52	1
5,000-5,999	103	18	43	1
6,000-7,499	94	30	96	2
7,500-9,999	28	25	130	1
10,000-14,999	17	12	88	2
15,000 and over	2	0	4	0
No answer	14	6	14	2
Totals	585	134	570	13

Differences in Scores

The highest possible score is the number of items multiplied by six, indicating a response of "Very Satisfied" for every item. The midpoint of a Role Score or the Total Score indicates that every item received a response of "Undecided." Thus, scores above the midpoint are on the Satisfaction side of the scale and those below are on the Dissatisfied side of the continuum.

The inventory has 68 items which yield a total satisfaction score. Groups of items (see Chapter II) yield Role Scores. Several items appear in more than one role.

There are no mean scores which fall below the midpoint indicating that as a group, the graduates are satisfied with their preparation for performing the "life skills" included in the inventory. However, the ranges of scores and the many highly significant differences in group variance indicate that individuals vary considerably.

Difference in total scores and in six role sub-scores were determined for fifteen variables. Only those differences which are significant at .01 or more will be reported here. There were no significant differences on the total or any sub-scores for the following variables: where respondent has lived for most of life, Vocational-Technical District, mother's level of education, father's

level of education, and employment status.

Total Scores

The total score is derived from the responses to 68 items. The midpoint for the total score is 204. Total scores are significantly different by marital status, current residence, recent classwork, graduation status and program of study.

Married respondents' mean score of 278.41 is significantly higher than the single respondents' mean score of 273.10. Although place of longest residence does not reveal a difference, current residence indicates that those who live on a farm have a mean score (264.59) significantly lower than those living elsewhere. Those living in a suburban area have the highest total mean scores of 280.31. It is important that respondents indicated their perception of place of residence and it is possible that an individual's perception might not reveal exact population numbers.

Those persons who have attended a class or taken a course since graduation have a significantly higher total mean score (281.24) than those who have not (272.03). Also, graduates receiving the associate degree score highest with a mean of 279.82, two-year diploma graduates have a

mean of 272.50. Reasons for these differences need exploration. Findings could be interpreted to be directly related: increased education increases satisfaction. On the other hand, the scores might relate to self-concept which may or may not relate to classwork. Cause cannot be inferred from significant difference.

The highest mean score for program of study is 290.97 by those in General Education. Mean scores ranged from 270.99 to 290.97. Mean scores listed from lowest to highest by program are: Two-year diploma 270.99, one-year diploma 272.40, Agriculture 269.33, Agri-business 275.55, Business Administration 278.78, Home Economics 287.48, Health 289.06, Industrial Service and Engineering 278.29, and General Education 290.97. It cannot be assumed that program of study influenced scores. Further study is necessary to determine causation.

Individual Role Scores

Satisfaction with the role of individual was tested on the basis of 15 independent variables included in the inventory. Scores range from 38.0 to 166.0 with the midpoint being 84. The overall mean for the Individual Role is 116.63. Those variables not significant at the .01 level included: marital status, living arrangement, number of children, place of longest residence, Vo-Tech

District, Vo-Tech graduation status, school program, mothers' level of education, fathers' level of education, employment status and income.

It was found that there is a significant difference between males and females in their satisfaction with their role as individuals, with females scoring higher mean scores (118.00) than males (115.43).

Age is a significant factor in respondents' mean score for the Individual Role. Those people having the lowest mean score (113.36) are within the age category of 15-19 years. Those in the age categories 45-65 and 65 and over score highest with respective mean scores of 127.26 and 148.00.

In regard to the respondents' place of current residence, significant differences are found. The mean scores increase consistently with the density of population of the area. Accordingly farm respondents have a mean score of 114.41 while urban residents have mean scores of 118.53.

There is also a significant difference between those graduates who had returned to school for additional class work and those who had not. Satisfaction with the Individual Role is found to be higher (118.98) for those students who did return for additional class work than those who did not (115.24).

The three items with the highest overall means are:

30. Understand the human reproductive process, 15. Understand the use and misuse of drugs, and 1. Understand the relationship between food and health. Items scoring lowest mean satisfaction scores are: 62. Make decisions about retirement, 41. Communicate by writing, and 45. Make decisions about racial issues. Twenty eight items represent the Individual Role. (See Appendix C)

In summary, the findings for Individual Role indicate those least satisfied with the role of the individual include males, persons ages 15-19, persons currently living on farms and those who have not returned to school for additional classwork. Literature would support the fact that teen-agers and people living on farms often have a lower self concept than more mature persons and non-farm residents.

Consumer Role Scores

The role of consumer is defined by 15 items. (See Appendix C) The midpoint for the role is 45. Scores range from 16 to 90 and the overall mean is 62.00. Seven of the characteristics of the sample reveal significant differences between groups.

There is a significant difference in scores by age with the lowest mean score being 59.14 for the 15-19 age group and the highest mean score being 72.00 for the age

group 65 and over.

Marital status also shows significant difference. The married mean score is 63.05 and single is 61.50, revealing a higher satisfaction level by those indicating they are married.

Differences by current residence are significant, with those living on a farm having the lowest (59.75) and those living in an urban area the highest (63.51). The means increase consistently with increase in population density.

Those who responded "yes" to the question "Have you been in a class or school since graduation from the Vo-Tech program?" have significantly higher mean scores (63.57) than those who responded "no" (61.38). One-year diploma graduates have a Consumer Role mean score of 60.99, two-year diploma graduates a mean of 61.66 and the associate degree graduates a mean of 63.69. Differences by programs are significant with Agriculture having the lowest mean of 59.33, and General Education having the highest mean of 65.97.

Those in the income bracket of $5000-5999 have the lowest mean score of 60.22 and the highest mean score is 74.33 for those in the $15,000 to $24,999 bracket. This is the highest mean score of any group for the sub-score of the Consumer Role.

The differences in consumer scores for the variables of sex, living arrangement, longest residence, number of children, Vo-Tech District, mother's level of education, father's level of education, and employment status are not significant at the .01 level.

The three items with the lowest overall mean are: 10. Know who to go to for advice and counsel, 11. Help reduce pollution, and 32. Make decisions where taxes are involved. In summary, those who are in the 15-19 age bracket are least satisfied with their consumer "life skills" and those over 65 are most satisfied. This indicates that consumer education would be well received by those in the 15-19 year age group. Single persons are less satisfied than married as farm people are less satisfied than suburban and urban residents. Those receiving associate degrees and those who have been back to class score high in satisfaction. Whether or not this relates to what was studied was not explored. Finally, those with highest income had the highest mean score. Conceivably, large monetary resources provide satisfaction with consumer "life skills." All scores are on the satisfaction end of the scale.

Worker Role Scores

Only seven items make up the sub-score for the Worker

Role. (See Appendix C) The midpoint is 21 and the scores range from 0 to 42. The overall mean is 29.09. The mean sub-scores are significantly different if the respondent has or has not had recent classwork, by program in which the graduate had been enrolled and by income level. Those who responded "yes" to the question, "Have you been in class or school since graduation from Vo-Tech Program?" have a higher mean score (29.72) than those who answered "no" (28.75). Those who were enrolled in Agri-business have the lowest mean score (28.45) revealing the least satisfaction with their Worker "life skills" while those who had participated in a Home Economics program have the highest mean score of 31.91. Other mean scores according to program are: Two-year diploma, 28.69; One-year diploma, 28.79; Agriculture, 28.83; Industrial Service and Engineering, 29.39; Business Administration, 29.41; General Education, 30.11; Health, 30.38.

Those with the highest income have the highest score (33.50) for this role and those with an income of $5000-5999 have the lowest (28.57).

The "life skill" which has the lowest overall mean in the Worker Role is 21. Discard old work habits for new, and the next lowest is 46. Understand the problems of my employer. The "life skills" related to self and group understanding are high: 68. Work in a group, and

59. Understand how my moods affect my work.

Spouse Role Scores

The range of scores on the Spouse Role is from 4 to 84, with 42 as the midpoint. The overall mean is 58.10. The Spouse Role included 14 items. (See Appendix C) Significant results at the .01 level are obtained on the mean sub-scores for the role of spouse when differences on four variables are considered.

Significant differences in scores are found for marital status with those who are married having a mean score of 59.88 and those who are single a mean score of 55.79. Current living arrangement also yields significant differences on the Spouse Role mean sub-score. Those who are separated score the lowest mean of 47.62, and those who are living "with spouse" score the highest, 60.04.

Significant differences are also found for the place of current residence, with the "farm" score of 55.08 the lowest, and the "suburban area" score of 59.15 the highest.

Whether a one-year diploma (57.29), a two-year diploma (57.27) or an associate degree (59.27) was received yields a significant difference on the mean sub-scores for the Spouse Role.

For the variables sex, attendence in class or school

since graduation, the Vo-Tech program, age, number of children, place of longest residence, the Vo-Tech District from which graduated, mother's level of education, father's level of education, current employment status, and level of income, there are no significant differences at the .01 level in mean scores for the Spouse Role.

The three items having the highest overall mean scores for this role are 38. Be a good companion to my spouse, 18. Make my marriage last, and 53. Talk with my spouse about the important ideas and issues in the world. The "life skills" with the three lowest mean scores are items 8. Contribute to the personality development of my mate, 20. Combine my family life and work life, and 2. Decide about such things as divorce.

Parent Role Scores

The range of scores for the Parent Role is 9 through 64. The mean for this role is 56.45 and the midpoint is 32. Sex is a significant factor in respondents' mean scores of satisfaction with the role of parent, with females scoring higher than males. The mean score of the females is 57.09 while 55.86 is the mean score of males.

There is also a significant difference between married and single graduates with married persons scoring higher

(57.23) in satisfaction than single persons (55.79). Considering number of children, those respondents with one, four or five children score highest in relation to their satisfaction with the parental role, and those with three children have the lowest mean score for Parent Role.

Graduates who had returned to school for additional classwork score significantly higher than those students who had not returned for additional classes in relation to their satisfaction scores on this role.

The Vo-Tech program from which students graduated is a significant factor in their degree of satisfaction for role of parent. Students receiving an associate degree in Health have the highest mean score (60.91) while students receiving an associate degree in Agriculture have the lowest mean score (54.16) on satisfaction with the Parent Role.

Those variables which are not significant at the .01 level are: age, living arrangement, residence, Vo-Tech District, graduation status, mothers' level of education, fathers' level of education, employment status and income.

The Parent Role is defined by 14 items. (See Appendix C) The item for which the overall mean score indicates the lowest level of satisfaction with the Parent Role is 25. Help my children adapt to this changing world. Other items with low mean scores are: 14. Teach

my children about reproduction and marriage, and 24. Understand how my job affects my children. Items with highest group mean are: 15. Understand the use and misuse of drugs, 7. Determine who should make decisions about family leisure-recreation time and 22. Understand family relationships.

It seems likely then, that students' previous experiences (marriage, major school program and additional classwork) have a relationship to their satisfaction with their role as parent.

Community Member Role Scores

The Community Member Role is defined by thirteen items. (See Appendix C) The overall mean is 48.32 and the range of scores is 13-78. The midpoint is 39.

Differences at the .01 level are obtained for only two of the variables, sex and participation in class or school work since graduation from the VTAE system. The mean score for females is 47.19, and for males, 49.42, indicating that the females feel less satisfied with preparation for this role.

Those who have attended classes since graduation from the Vo-Tech system score significantly higher (49.79) than those who have not attended classes (47.42).

Differences significant at the .01 level are not

revealed for any of the other variables: marital status, type of degree or diploma received, level of income, age, style of living arrangement, number of children, place of longest residence, current residence, the Vo-Tech District from which graduated, the kind of Vo-Tech program from which graduated, mother's level of education, father's level of education, or employment status.

The three highest overall mean scores by item include items 19. Understand the use and misuse of drugs, 13. Get along with neighbors, and 68. Work in a group. Items with the lowest mean scores are 35. Understand national and international social and political issues, 50. Participate in community cultural events, and 56. Help shape policies in regard to war and peace. These items appear to emphasize concern for issues of national and international significance.

Summary

To summarize, mean scores for the total inventory are significantly different at the .01 level due to marital status, current residence, recent classwork, graduation status and program of study. Individual Role mean scores differ for sex, age, current residence and recent classwork. Consumer Role mean scores differ according to age, marital status, current residence, recent

classwork, graduation status, program of study and income. Recent classwork, program of study, and income contribute to differing mean scores for the Worker Role sub-score. Spouse Role mean scores differ by marital status, living arrangement, current residence, and graduation status. Sex, marital status, living arrangement, number of children, recent classwork and program of study reveal differences in Parent Role mean scores. Community Member Role scores differ due to sex and recent classwork.

Mean scores are all on the satisfaction side of the midpoints. Analysis of variance reveals many differences due to the 15 independent variables to be significant at the .01 level. Several other differences exist at the .05 level. Table 19 shows which variables generated significant differences in scores at the .05 and .01 levels. Number symbols for roles appear at the end of the table. The wide range of scores points up the differences of variance between groups. Analysis of variance tables including F scores and significance of difference may be seen by contacting the director of the study. More analysis is available for further study and will be explored in the future.

Table 19

Significant Differences in Mean Scores

Independent variable	Total	Sub-scores[a]					
		1	2	3	4	5	6
Sex		*			**	*	*
Age		*	*				
Marital status	*		*	**	*	*	**
Living arrangement					*		
Number of children						*	
Longest residence	**	**	**			**	
Current residence	*	*	*	**	*	**	
Recent classwork	*	*	*	*	**	*	*
District							
Degree earned	*		*	**	*		**
Program	**	*	*	**	*		*
Mother's education							
Father's education							
Employment status							
Income	**		*	*		**	**

* - significant at .01 level
** - significant at .05 level

a - Subscores:
1 - Individual
2 - Consumer
3 - Worker
4 - Spouse
5 - Parent
6 - Community Member

Chapter IV

IMPLICATIONS AND RECOMMENDATIONS

Interpretation of the findings must be viewed in light of the particular population for the study. The population sampled consisted of the one and two year diploma graduates and associate degree graduates only. Those attending short-term programs, evening classes and other special offerings were not included in the population. The Vocational-Technical schools in Wisconsin have many programs for minority groups, culturally disadvantaged and handicapped persons. It is conceivable that an inventory of "life skills" needed by these persons might yield very different findings.

The concept of satisfaction has a definite implication for application of the findings of this study. Satisfaction in general may reflect self-concept and satisfaction results from the total life milieu, not solely from formal education experiences. Expressions of satisfaction or dissatisfaction may reflect a basic need or a tension producing gap between achievement and goals. As Tyler (1) states, studies of the learner are valuable only when compared to some other objectives or factors and educational objectives and curricular content are, in the final analysis, a matter of choice based on many factors. Learner's perceived needs are only one source of information. No single source is adequate.

Examination of students' or graduates' satisfactions might be used as a beginning point, not the ultimate goal of curriculum. Understanding how people perceive needs provides bases for decisions about content, methods for motivation, and relevance of learner experiences.

Finally, utilizing these findings for curriculum decisions, guidance, and evaluation will ultimately relate to the philosophy of the educators, the schools and the communities in which they will be applied.

The implications of the specific findings are open to many interpretations, and as stated previously, must be viewed in light of the reader's philosophy. The fact that men feel a greater need for individual and parent role need satisfaction than women do and women scored significantly lower than men in satisfaction with the community member role might have a relationship to differences in value structures between men and women, might indicate that women are more concerned about community problems and issues, or might reflect the actual lack of knowledge necessary for satisfaction. Further exploration to compare with other characteristics of men and women is needed. The differences between men and women might also result from role confusion in an era of redeinition of male and female roles and functions.

The 15-19 age group scored lowest on four roles:

Individual, Consumer, Parent, and Community Member. It would seem that this age group would be highly motivated to enroll in courses which relate to the content reflected in the items of these roles. The fact that this age group also scored low for the Worker Role may indicate that they recognize their lack of experience and may not be a problem for education, but of time. Since the lowest mean score on the Worker Role Sub-score was for the age group 30-34, it is possible to speculate that this might be a time when success is critical and that education should take advantage of this need to build curriculum suitable for continuing education of this age group. The age group 40-44 scored low on Spouse Role and on Parent Role. This comparative lack of satisfaction should give impetus to curriculum development in the areas of family studies which are especially relevant to this age group. Also, because only one of the respondents was over 65, enrollment should be explored in more depth to determine if the needs of this age group are being met.

The differences due to residence are difficult to interpret and need further data to understand the findings. If need satisfactions are related to residence, it could be a result of environmental richness or deprivation implicit in either rural or urban areas or it could be a result of value differences. As in other findings, the

relationship between need satisfaction and value structure becomes a vital aspect for interpretation.

Those who have recent classwork and associate degrees have the highest scores for all roles and the total score. This may have implications for guidance as it could relate to self-concept, desire to improve, or value placed on education. It also may be based on the difference between the associate and diploma programs in amount of worker task oriented curriculum and the general education component.

The lack of significant difference by Vocational District emphasizes the heterogeniety within districts and the similarity of population mix between the various districts.

The differences of scores by income level need to be interpreted broadly as the responses may not have indicated total income or family income. Thirty-six people did not answer this question and only six persons were at the highest income level. The low number at the high extreme of the sample definitely affects variance in scores.

Recommendations

Discussion with consultants, general education chairmen and instructors, home economics teachers, and district directors has provided the researchers with valuable assis-

tance in making recommendations.

Recommendations:

1. The inventory may be used with individual to discover individual differences, provide a basis for individualizing instruction, and help students evaluate themselves in relationship to the findings.
2. Further analysis of responses should be utilized to insure reliability and to refine the sub-scores.
3. Items within each role sub-score should be explored to provide a conceptual base for curriculum.
4. The inventory should be administered to other groups such as four-year college students, students presently attending Vocational-Technical schools, students in short term programs, and high schools.
5. The inventory should be administered before and after varying types of instruction to identify causes of change in satisfaction.
6. The inventory should be used as one factor in evaluating educational programs relating to "life skills."
7. The findings should be used in conjunction with other sources of information to aid in decisions related to curriculum.
8. Curriculum materials should be developed which reflect the "life skills" in objectives and learning experiences.
9. The inventory should be administered to teachers and

pupils to determine differences and similarities. Exploration of such findings could provide insights for many problems of communication and motivation.

10. Teachers should use the findings to enhance their understanding of differences and similarities between groups in their classes and programs.

Chapter IV

Reference

1. Tyler, R. W. Basic Problems of Curriculum and Instruction. Chicago, Ill.: Univ. of Chicago Press, 1962.

APPENDIX A.

PILOT INSTRUMENT UTILIZING TWO RESPONSE SCALES

Response Scale I

DIRECTIONS:

The following items refer to abilities which some people think are essential to live in this world. We are interested in your opinion about how essential they are. Please place an X on the mark which you think indicates how essential the ability is. For example if you think it is Very Essential that everyone has the ability to:

Read

If you think it is not at all essential to have the ability to:

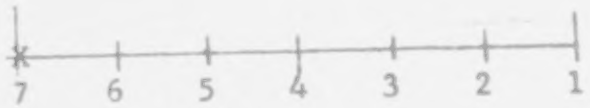
Play chess

If you think it is somewhat essential, choose a mark which indicates the degree between Very Essential and Not at all Essential.

DIRECTIONS:

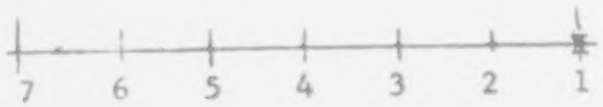
Now go back and reread the abilities and think about yourself. We are interested in your degree of satisfaction with your own ability to do these things. For example: If you are Very Satisfied with your ability to:

Keep a job



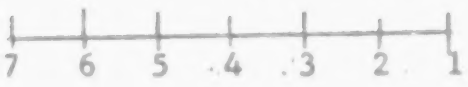
If you are Very Dissatisfied with your ability to:

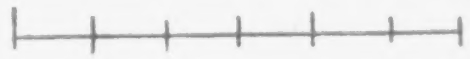
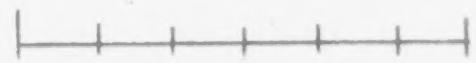
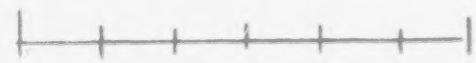
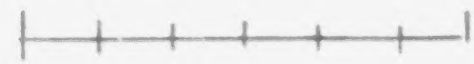
Paint a picture



Pilot Items

Ability to:

1. Feel an important part of this world. 

2. Help reduce pollution
3. Decide about such things as divorce
4. Provide financially for my children
5. Express my feelings and thoughts
6. Prepare healthy, balanced meals
7. Talk to my spouse about our problems
8. Determine who should make decisions about family leisure-recreation time
9. Contribute to the personality development of my mate
10. Be proud of myself
11. Use proper rewards and punishments in dealing with my children
12. Understand relationship of housing to my happiness
13. Know who to go to for advice and counsel 
14. Locate a job that fits my qualifications
15. Understand the employment outlook in my occupation
16. Understand the relationship between food and health 
17. Manage the household <u>and</u> be employed outside the home 
18. Work on jobs until I finish them
19. Get along with my neighbors
20. Cope with my physical appearance
21. Teach my children about reproduction and marriage 
22. Understand the use of drugs
23. Understand the causes and effects of poverty
24. Understand how my job affects my marriage

25. Make my marriage last

26. Manage my money

27. Combine my family life and work life

28. Discard old work habits for new

29. Understand family relationships

30. Make decisions about clothing purchases

31. Understand how my job affects my children

32. Help my children adapt to this changing world

33. Keep personal records

34. Be confident of myself

35. Realize the meaning of life

36. Select my religious affiliations

37. Understand people who are different from me

38. Determine who should make decision about family money

39. Plan my time so I can do the things I want to do

40. Base decisions on my goals and values

41. Understand the human reproduction process

42. Select my political affiliations

43. Make decisions about taxes

44. Understand my skills and abilities

45. Help my children learn to think

46. Understand the relationship of housing to my job

47. Understand national and international social and political issues

48. Understnad why I buy the things I do

49. Get and keep a good credit rating

50. Be a good companion to my spouse

51. Hold an office in an organization

52. Understand older people

53. Talk with people easily

54. Make decisions about use of community services

55. Handle my own emotions

56. Serve as a community leader

57. Plan for my future

58. Communicate by writing

59. Cooperate and/or compete with fellow workers

60. Adjust to new situations

61. Decide of the mother of a family should work outside the home

62. Understand what I consider essential to succeed in life

63. Care for my own or my family"s clothing

64. Read for pleasure

65. Help combat racism

66. Change my social status

67. Understand the problems of my employer

68. Make decisions about how much to spend for housing

69. Read for information

70. Make repairs on home and property

71. Determine what kind of housing best meets my or my family's housing needs

72. Participate in community cultural events

73. Teach my children good money management

74. Buy the best quality for the amount of money I want to spend

75. Use numbers

76. Talk with my spouse about the important ideas and issues in the world

77. Adjust to demands of differing superiors

78. Be a more independent person

79. Perform basic arithmetic calculations

80. Understand my spouse

81. Help shape policies in regard to war and peace

82. Understand people at work

83. Balance leisure and work

84. Understand what my values are

85. Make decisions about buying food

86. Understand my mental health

87. Understand how my moods affect my work

88. Develop a good personal relationship with my children

89. Make important decisions for myself

90. Understand about my physical health

91. Establish goals to work toward

92. Handle the problems that occur in life by myself

93. Make decisions about retirement

94. Select an appropriate career

95. Understand how my moods reflect my relationship with others

96. Maintain a comfortable living environment

97. Determine what "life style" would be most appropriate for me

98. Decide on uses for leisure time

99. Decide what advertising to accept or reject

100. Bring about social change

101. Work in a group

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APPENDIX B

[illegible] LEADER, COVER SHEET AND INVENTORY: "LIFE SKILLS"

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE I. LEHRMANN
State Director
137 EAST WILSON STREET
MADISON, WISCONSIN 53703

April 21, 1972

Dear Graduates:

As graduates of programs in Vocational-Technical programs, your opinions are valuable in making decisions about offerings in the schools of the Wisconsin system of Vocational, Technical and Adult Education. There is much talk about the need for education in "life skills" which are not necessarily directly related to "work skills". To help us make decisions about this type of education we need your opinion about your degree of satisfaction with your preparation and ability to perform specified items.

Please fill out the enclosed questionnaire and return it in the stamped envelope as soon as possible and no later than May 10, 1972. Your responses will be confidential and anonymous. The information will not be examined for each individual, but rather for the total group. It should take from fifteen to twenty minutes for you to answer.

Thank you for your help.

Sincerely,

Beatrice Petrich

Beatrice Petrich
Project Director

DIRECTIONS: Please place a check in the blank which indicates the correct answer for you or write the answer where necessary. The numbers in parenthesis are for computor use and have nothing to do with the answer.

1. I am:
   female _____(1)
   male _____(2)

2. My age is:
   15-19 _____(1)
   20-24 _____(2)
   25-29 _____(3)
   30-34 _____(4)
   35-39 _____(5)
   40-44 _____(6)
   45-49 _____(7)
   50-64 _____(8)
   65 or over _____(9)

3. I am:
   married _____(1)
   single _____(2)

4. I currently live
   with my spouse _____(1)
   am divorced _____(2)
   am separated _____(3)
   am widowed _____(4)
   never married _____(5)
   other _____(6)

5. I have this number of children:
   0 _____(1)
   1 _____(2)
   2 _____(3)
   3 _____(4)
   4 _____(5)
   5 _____(6)
   6 or more _____(7)

6. For the most part of my life, I have lived:
   a) farm _____(1)
   b) rural non-farm _____(2)
   c) small town-village _____(3)
   d) small city _____(4)
   e) suburban area _____(5)
   f) urban area _____(6)

7. I currently live:
   a) farm _____(1)
   b) rural non-farm _____(2)
   c) small town-village _____(3)
   d) small city _____(4)
   e) suburban area _____(5)
   f) urban area _____(6)

8. Have you been in a class or school since graduation from the Vo-Tech Program?
   Yes _____(1)
   No _____(2)

9. I graduated from the Vo-Tech School at _____(1)

10. I graduated with:
    One year diploma _____(1)
    Two year diploma _____(2)
    Associate degree _____(3)

11. The program (Vo-Tech) from which I graduated was:

12. My mother's level of education is:
    less than 8th grade _____(1)
    some high school _____(2)
    high school graduate _____(3)
    training after high school but no college _____(4)
    some college _____(5)
    B.S. _____(6)
    M.S. _____(7)
    More _____(8)

13. My father's level of education is:
    less than 8th grade _____(1)
    some high school _____(2)
    high school graduate _____(3)
    training after high school but no college _____(4)
    some college _____(5)
    B.S. _____(6)
    M.S. _____(7)
    More _____(8)

14. Employed-fulltime
    Yes _____(1)
    No _____(2)
    Employed-parttime
    Yes _____(3)
    No _____(4)

15. My job title is: (Please describe the type of work you do and the company for whom you work).

16. My income per year is:
    No income _____(1)
    under 3000 _____(2)
    3000-3999 _____(3)
    4000-4999 _____(4)
    5000-5999 _____(5)
    6000-7499 _____(6)
    7500-9999 _____(7)
    10,000-14,999 _____(8)
    15,000-24,999 _____(9)
    25,000 and over _____(10)

LIFE SKILLS

The following items refer to abilities which are considered essential to live in this world. We are interested in your opinion of your own preparation for performing these skills. There are no right or wrong answers. If this ability doesn't apply to you now, try to predict for the future.

DIRECTIONS: Please circle the letters which indicate your degree of satisfaction with your ability.

Very Satisfied	VS
Satisfied	S
Undecided	U
Dissatisfied	D
Very Dissatisfied	VD

FOR EXAMPLE:

1. My opinion about my ability to:
   Locate a job that fits my qualifications — 1. VS (S) U D VD

This indicates that the person is Satisfied with his ability to locate a job that fits his qualifications.

My opinion about my ability to:

1.	Understand the relationship between food and health	1.	VS	S	U	D	VD
2.	Decide about such things as divorce	2.	VS	S	U	D	VD
3.	Provide financially for my children	3.	VS	S	U	D	VD
4.	Express my feelings and thoughts	4.	VS	S	U	D	VD
5.	Prepare healthy, balanced meals	5.	VS	S	U	D	VD
6.	Talk to my spouse about our problems	6.	VS	S	U	D	VD
7.	Determine who should make decisions about family leisure-recreation time	7.	VS	S	U	D	VD
8.	Contribute to the personality development of my mate	8.	VS	S	U	D	VD
9.	Use appropriate rewards and punishments in dealing with my children	9.	VS	S	U	D	VD
10.	Know who to go to for advice and counsel	10.	VS	S	U	D	VD
11.	Help reduce pollution	11.	VS	S	U	D	VD
12.	Manage the household and be employed outside the home	12.	VS	S	U	D	VD
13.	Get along with neighbors	13.	VS	S	U	D	VD
14.	Teach my children about reproduction and marriage	14.	VS	S	U	D	VD
15.	Understand the use and misuse of drugs	15.	VS	S	U	D	VD
16.	Understand the causes and effects of poverty	16.	VS	S	U	D	VD
17.	Understand how my job affects my marriage	17.	VS	S	U	D	VD
18.	Make my marriage last	18.	VS	S	U	D	VD
19.	Manage my money	19.	VS	S	U	D	VD

20.	Combine my family life and work life	20.	VS	S	U	D	VD
21.	Discard old work habits for new	21.	VS	S	U	D	VD
22.	Understand family relationships	22.	VS	S	U	D	VD
23.	Make decisions about clothing purchases	23.	VS	S	U	D	VD
24.	Understand how my job affects my children	24.	VS	S	U	D	VD
25.	Help my children adapt to this changing world	25.	VS	S	U	D	VD
26.	Keep personal records	26.	VS	S	U	D	VD
27.	Select my religious affiliations	27.	VS	S	U	D	VD
28.	Understand people who are different from me	28.	VS	S	U	D	VD
29.	Determine who should make decisions about family money	29.	VS	S	U	D	VD
30.	Understand the human reproduction process	30.	VS	S	U	D	VD
31.	Select my political affiliations	31.	VS	S	U	D	VD
32.	Make decisions where taxes are involved	32.	VS	S	U	D	VD
33.	Help my children learn to think	33.	VS	S	U	D	VD
34.	Understand the relationship of my personal housing to my job	34.	VS	S	U	D	VD
35.	Understand national and international social and political issues	35.	VS	S	U	D	VD
36.	Understand why I buy the things I do	36.	VS	S	U	D	VD
37.	Get and keep a good credit rating	37.	VS	S	U	D	VD
38.	Be a good companion to my spouse	38.	VS	S	U	D	VD
39.	Talk with people easily	39.	VS	S	U	D	VD
40.	Make decisions about use of community services	40.	VS	S	U	D	VD
41.	Communicate by writing	41.	VS	S	U	D	VD
42.	Cooperate and/or compete with fellow workers	42.	VS	S	U	D	VD
43.	Decide if the mother of a family should work outside of the home	43.	VS	S	U	D	VD
44.	Read for pleasure	44.	VS	S	U	D	VD
45.	Make decisions about racial issues	45.	VS	S	U	D	VD
46.	Understand the problems of my employer	46.	VS	S	U	D	VD
47.	Make decisions about how much to spend for housing	47.	VS	S	U	D	VD
48.	Make repairs on home and property	48.	VS	S	U	D	VD

49.	Determine what kind of housing best meets my or my family's housing needs	49.	VS	S	U	D	VD
50.	Participate in community cultural events	50.	VS	S	U	D	VD
51.	Teach my children good money management	51.	VS	S	U	D	VD
52.	Buy the best quality for the amount of money I want to spend	52.	VS	S	U	D	VD
53.	Talk with my spouse about the important ideas and issues in the world	53.	VS	S	U	D	VD
54.	Be a more independent person	54.	VS	S	U	D	VD
55.	Understand my spouse	55.	VS	S	U	D	VD
56.	Help shape policies in regard to war and peace	56.	VS	S	U	D	VD
57.	Understand what my values are	57.	VS	S	U	D	VD
58.	Make decisions about buying food	58.	VS	S	U	D	VD
59.	Understand how my moods affect my work	59.	VS	S	U	D	VD
60.	Develop a good personal relationship with my children	60.	VS	S	U	D	VD
61.	Understand my physical health	61.	VS	S	U	D	VD
62.	Make decisions about retirement	62.	VS	S	U	D	VD
63.	Understand how my moods affect my relationship with others	63.	VS	S	U	D	VD
64.	Maintain a comfortable living environment	64.	VS	S	U	D	VD
65.	Decide on uses for leisure time	65.	VS	S	U	D	VD
66.	Decide what advertising to accept or reject	66.	VS	S	U	D	VD
67.	Bring about social change	67.	VS	S	U	D	VD
68.	Work in a group	68.	VS	S	U	D	VD

Please be sure you have completed four pages. Return these four pages only.

THANK YOU!

APPENDIX C

ITEMS INCLUDED IN EACH ROLE

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Items Included for Role of Individual

1. Understand the relationship between food and health
4. Express my feelings and thoughts
5. Prepare healthy, balanced meals
10. Know who to go to for advice and counsel
13. Get along with neighbors
15. Understand the use and misuse of drugs
21. Discard old work habits for new
26. Keep personal records
27. Select my religious affiliations
28. Understand people who are different from me
29. Determine who should make decisions about family money
30. Understand the human reproduction process
34. Understand the relationship of my personal housing to my job
39. Talk with people easily
41. Communicate by writing
42. Cooperate and/or compete with fellow workers
44. Read for pleasure
45. Make decisions about racial issues
49. Determine what kind of housing best meets my or my family's housing needs
54. Be a more independent person
57. Understand what my values are
59. Understand how my moods affect my work
61. Understand my physical health
62. Make decisions about retirement
63. Understand how my moods affect my relationship with others
64. Maintain a comfortable living environment

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(Items Included for Role of Individual)

65. Decide on uses for leisure time

68. Work in a group

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Items Included for Role of Consumer

1. Understand the relationship between food and health

10. Know who to go to for advice and counsel

11. Help reduce pollution

19. Manage my money

23. Make decisions about clothing purchases

26. Keep personal records

32. Make decisions where taxes are involved

36. Understand why I buy the things I do

37. Get and keep a good credit rating

47. Make decisions about how much to spend for housing

48. Make reparirs on home and property

49. Determine what kind of housing best meets my or my family's housing needs

52. Buy the best quality for the amount of money I want to spend

58. Make decisions about buying food

66. Decide what advertising to accept or reject

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Items Included for Role of Worker

12. Manage the household and be employed outside the home

21. Discard old work habits for new

34. Understand the relationship of my personal housing to my job

42. Cooperate and/or compete with fellow workers

46. Understand the problems of my employer

59. Understand how my moods affect my work

68. Work in a group

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Items Included for Role of Spouse

2. Decide about such things as divorce

6. Talk to my spouse about our problems

7. Determine who should make decisions about family leisure-recreation time

8. Contribute to the personality development of my mate

12. Manage the houshold and be employed outside the home

17. Understand how my job affects my marriage

18. Make my marriage last

20. Combine my family life and work life

22. Understand family relationships

29. Determine who should make decisions about family money

38. Be a good companion to my spouse

43. Decide if the mother of a family should work outside of the home

53. Talk with my spouse about the important ideas and issues in the world

55. Understand my spouse

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Items Included for Role of Parent

3. Provide financially for my children

5. Prepare healthy, balanced meals

7. Determine who should make decisions about family leisure-recreation time

9. Use appropriate rewards and punishments in dealing with my children

14. Teach my children about reproduction and marriage

15. Understand the use and misuse of drugs

20. Combine my family life and work life

22. Understand family relationships

24. Understand how my job affects my children

25. Help my children adapt to this changing world

33. Help my children learn to think

43. Decide if the mother of a family should work outside of the home

51. Teach my children good money management

60. Develop a good personal relationship with my children

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Items Included for Role of Community Member

11. Help reduce pollution

13. Get along with neighbors

15. Understand the use and misuse of drugs

16. Understand the causes and effects of poverty

31. Select my political affiliations

32. Make decisions where taxes are involved

35. Understand national and international, social and political issues

40. Make decisions about use of community services

45. Make decisions about racial issues

50. Participate in community cultural events

56. Help shape policies in regard to war and peace

57. Bring about social change

68. Work in a group

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